



# **Horris Hill Lower School Approach to teaching reading**

Reading is the key to independent learning and it is given the highest priority. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self confidence and motivation. Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.

**"Reading is the  
gateway skill that  
makes all other  
learning possible."**

**BARACK OBAMA**

# Phonics

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. High quality phonic teaching is the prime means by which we teach children how to read and spell words. We follow the Jolly Phonics scheme as a foundation to teach phonic skills for children starting by the age of five, with the aim of them becoming fluent readers (free readers) by age seven.

If a child is not ready to begin the Jolly Phonics programme at entry the teacher will begin with Phase 1 from Letters and Sounds as an introduction to phonics.

## Phase 1 pre phonics

Children should learn to:

- show an awareness of rhyme and alliteration;
- distinguish between sounds in the environment
- explore and experiment with sounds and words;

# Phonics

## 1) Initial phonics



- ① s a t i p n
- ② c/k e h r m d
- ③ g o u l f b
- ④ ai j oa ie ee or
- ⑤ z w ng v oo oo
- ⑥ y x ch sh th th
- ⑦ qu ou oi ue er ar



Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. The letter sounds are split into seven groups. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

# Phonics

## 2) Exploring phonics

- 1) sh ch th ng qu ar
- 2) Short vowels ff ll ss zz ck y for/ee/
- 3) Vowels a\_e i\_e o\_e u\_e wh for /w/
- 4) ay ea igh y ow ew
- 5) ou ow oi oy or al
- 6) nk er ir ur au aw



Jolly Grammar is the next stage, after a first year with Jolly Phonics. The materials provide guidance and resources to help teach grammar to children; it is active and multi-sensory, with emphasis on consolidating the children's knowledge from Jolly Phonics and helping them develop an understanding of how grammar and spelling works.

- 1) Capitals/Sentences/ Capital Letters/ Proper Nouns
- 2) Alphabetical order/ a or an/ plurals/pronouns
- 3) Alphabetical order/ verbs/conjugating verbs/past tense/ future tense
- 4) Alphabetical order/ nouns/adjectives/compound words
- 5) Alphabetical order/verbs/ adverbs/es plurals/antonyms
- 6) Alphabetical order/speech marks/questions/revision

Just as each letter sound was introduced with an accompanying story and action in Jolly Phonics, Jolly Grammar introduces each different part of speech with an associated colour and action. The colours and actions not only make the grammar lessons fun for the children, but also make the grammatical terms easier for them to learn

# **Phonics extended**

**To support the children's progress**

- In Reception phonics lessons will be extended through Squiggle whilst you Wiggle lessons and tricky word tickets.
- In Year One phonics lessons will be extended through Squiggle whilst you Wiggle lessons and Jolly Grammar sessions.
- In Year Two phonics lessons will be extended through SPAG and handwriting sessions.

**When children have finished the Jolly programme they will move onto Jane Considine's spelling programme which offers daily and weekly spelling activities that are built on the fundamentals of teaching spelling with strong phonic foundations.**

# **YR-Y2 Reading Rainbow**

## **Supporting children through the Reading Rainbow**

At HHLS we use the reading rainbow to scaffold the structure from pre reader to free reader. Our aim is that by Year 2 children are free readers. To achieve this aim class teachers ensure:

- Each child will read daily 1:1 where possible or in a guided reading context.
- The children can take home a book from the class library each week. Class teacher to record which books have been borrowed.
- There will be a daily story time at the end of each day.

When a child enters the Lower School they will be placed in a coloured band. Until a child is confident with group 1-3 sounds they take a phonics game each day and a wordless book. When children enter group 4 they can choose their own reading book from the correct coloured shelf. The child marks this book off on their own reading record or the adult does within the lower years. When a child has developed fluency and accuracy within that band they move to the next colour. The adult marks off when a band has been completed. Once the child has finished the rainbow they are a free reader. The free reading books are short and simple and there is an additional free reading plus stage with more complex and longer books.



# Y3/Free readers

Reading is an enormously important part of the Y3 English curriculum. It is such a huge tool to success and can be such a positive aid to many areas of learning. For this reason, reading will be present in many areas of our school day, including:

- All pupils having their own reading book, which they will have the opportunity to change regularly.
- All pupils will be listened to read at least 2x per week.
- We will have a class reader related to our current topic. However, we will also look at a variety of different texts and genres in our lessons.
- Pupils will be encouraged to read aloud wherever possible during lessons.
- There will be a story time at the end of each day.
- Pupils will also be encouraged to read independently and to an adult at home.

If a child enters Y3 before achieving ‘free reader’ status they will carry on the reading rainbow and will be given extra support to achieve this goal.

# Parent support

- Teach lots of nursery rhymes – each one tells a different story.
- Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.
- Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.
- Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.
- Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.
- Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.
- Explain the meaning of words (**vocabulary**) that your child can read but may not understand, for example, *flapped, roared*.
- Listen to story tapes.
- Teach your child some action rhymes – ‘Heads, shoulders, knees and toes’, ‘Here we go round the mulberry bush’, ‘We all clap hands together’. Use tapes and CD-ROMs of nursery rhymes to sing along to.
- Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.
- Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.
- Add sound effects when reading a story and encourage your child to join in.

- If a parent is not happy with their child’s reading level, it will be reviewed by the class teacher and checked by the Head of Lower School if needed.
- Parents are guided to support their children with reading at home via the reading diary.

